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In the real world, the changes are multifarious and continuously  
MODERNIZATION AND SOCIAL SECURITY IN THE ASEAN REGION WITH SPECIAL  
REFERENCE TO EDUCATION.

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dialogue by creating a dichotomy consisting of the traditional situation  
"Modernization" does not imply an inevitable progress into the further  
on one hand and the modernized situation on the other.  
reaches of Nirvana.

In this paper, we shall try to avoid value-judgements as to whether  
It would be the ultimate of intellectual naivety at the rosy end  
modernization is good or bad or desirable or undesirable. We shall  
of the spectrum of political optimism to assume that the process of  
assume it depends on the known objectives in any situation. For example,  
modernization necessarily connotes any kind of progress less still  
the use of diesel oil as a source of energy for fishing boat engines  
material enhancement for certain sections of society.

the productivity of fishermen and reduce the uncertainties created by  
We shall pause briefly to take the advice of Confucius to define our  
uncertainty etc. However, it is not possible to achieve greater  
terms ( *正名* vide Book XIII.3 of the Analects )  
possibility of indebtedness among fishermen. *Analects.*

even if it is a kind of modernization. The indebtedness can arise  
What is meant by the term "modernization"?

Later, we shall examine other concepts in the title to this paper.

These explanations may help readers understand the writer's point of view.

The concept of "modernization" is associated with change. The modernization  
The engines on the fishing boats may look "modern" and efficient.  
of society enables changes in the ways certain activities are carried out,  
Training centres may be set up to teach fishermen and their sons to  
be they production or consumption.

If all the consequences are not thoroughly foreseen, then such mechanical  
Physical or operational changes will be associated with certain changes  
Modernization may ultimately bring about a setback in society because  
in the minds of the operators concerned. Thus, words like changes in  
the social objective is to avoid indebtedness which causes poverty and  
attitudes, motivation, ethics or morals etc. are used to describe these  
not to increase it.  
changes in the minds of the "modernized" communities.



In the real world, the changes are multifarious and continuously interacting with each other as well as with the existing or "traditional" situation. However, for purposes of discussion, we can simplify the dialogue by creating a dichotomy consisting of the traditional situation on one hand and the modernized situation on the other. Today, people are more sophisticated. Nevertheless the cachet "imported" or "made in In this paper, we shall try to avoid value-judgements as to whether modernization is good or bad or desirable or undesirable. We shall assume it depends on the known objectives in any situation. For example, the use of diesel oil as a source of energy for fishing boat engines may be thought to be desirable because it could lead to an increase in the productivity of fishermen and reduce the constraints created by uncertain weather etc. However, if dieselization also creates greater possibility of indebtedness among fishermen, it may not be so desirable even if it is a kind of modernization. The indebtedness can arise because while wind-power is free, diesel oil has to be obtained on credit. If the fishermen fail to make satisfactory catches, then they could slowly fall into a state of indebtedness to the diesel supplier or to money-lenders. The "apparent" variety consists of the replacement of traditional techniques or apparatus by new apparatus that The engines on the fishing boats may look "modern" and efficient. Training centres may be set up to teach fishermen and their sons to maintain the diesel engines and other "modern" fishing gear. However, if all the consequences are not thoroughly foreseen, then such mechanical modernization may ultimately bring about a setback in society because the social objective is to avoid indebtedness which causes poverty and not to increase it.



In the 19th century, when Europeans came out to the East they may have looked askance at Chinese or Japanese people who were eating with chopsticks instead of forks, knives and spoons. One hundred year's ago, some Japanese may even have adopted European ways of eating, because these were thought to be modern. Of course, today, people are more sophisticated. Nevertheless the cachet "imported" or "made in England" may still encourage conspicuous consumers to buy such goods at high prices in department stores simply because they give the user an air of being "modern".

For a farmer's wife to ride a Honda motorcycle instead of a bicycle is a considerable convenience. It is also a step towards modernization. For the peasant's daughter to complete secondary education and to aspire to enter a University in Malaysia or overseas is a great step forward as compared to the traditional situation pervading say twenty-five years ago.

In short, there is a need to distinguish between "apparent modernization" and "genuine modernization". The "apparent" variety consists of the replacement of traditional techniques or apparatus by new apparatus that has been used in an advanced country. The technique or equipment is derived from mechanized or industrialized processes in agricultural or manufacturing. "Apparent modernization" describes some scenes where metal replaces wood, a power tool replaces a hand tool, purchased chemicals replace home produced biological materials or oil/electricity replace wood or livestock as sources of power for moving vehicles or heating processes.



"Apparent modernization" may or may not result in a sustained improvement in the standard of living or way of life. Indeed, it is suggested in this paper that many schemes involving so-called international cooperation result in a decrease in income levels, loss of property or deterioration in the quality of life because of pollution, squatter living etc. *creation of land ownership*  
they want.

Thus, it follows that "genuine modernization" or better still, simply, "modernization" should describe changes that create a perceptible sustained enhancement in income or in the standard of living and an improvement in the way of life. *styles which may be collectively termed, "middle class".*

We shall now examine modernization in relation to three topics which are frequently associated with it. They are namely, social stability, education and international cooperation. *instability". Thus while modernization may bring about increases of income for some groups in*  
The order in which the three topics are discussed should not be taken to reflect their significance or importance. They are of equal importance in this paper. *fishermen or other rural income earners.*

### Social Stability

By definition, traditional society tends to remain unchanged over long periods. However, at this time in the history of mankind, people living in the developing or relatively low income countries strongly believe that everyone deserves to have a level of living that is not only better than previous levels but that there should be a continuous improvement in the respective levels of living. People who do not have electricity or roads with public transport want such amenities. People who have transistor radios want television and then colour television. People



want not only literacy and education but opportunities for their children to learn at Universities at home or abroad. This is the well-known cliché, "the revolution of rising expectations". It has been noted that this revolutionary syndrome shows symptoms of being intensified with improvements in average incomes. The more people can have, the more they want.

The movement towards the acquisition of goods and services, especially certain types of conspicuous consumption goods, becomes stronger as whole groups of people adopt new lifestyles which may be collectively termed, "middle class".

This leads us to a philosophical observation that has implications for social stability or its opposite, "social instability". Thus while modernization may bring about increases of income for some groups in the "modern" industrial-administrative-military sector, it can also bring about a widening of the gap between this group and such rural groups as peasants and fishermen or other rural income earners.

In some countries, e.g. several members of Asean, these widening differences may coincide with certain ethnic groups. Thus the majority of the Malays

or indigenous Indonesians may feel that the Southeast Asian Chinese, who live mainly in the urban areas and who preponderate in commerce and the manufacturing sectors, are becoming better-off at a faster rate than the "sons of the soil" (i.e. bumiputra or pribumi). This creates social tensions that may culminate in social disturbances or riots that involve loss of life or property, especially on the part of the Chinese groups.



GA

*The Rukun-negara*

The national philosophy of Malaysia states that the nation is dedicated to the achievement of national unity, democracy, the creation of a just society where national wealth will be equitably distributed, ~~a liberal~~ *shall be liberal and* approach to diverse cultures ~~and the building of~~ *the* a progressive society oriented towards modern science and technology. *philosophy was adopted in order to confront such* ~~shall be created~~



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9 The present government, now well-known in Japan for its "Look East Policy", seeks to carry out its tasks in the light of the three principles of incorruptibility, competence and integrity.



~~the national philosophy of Malaysia, the Rukunegara states~~

~~land of the rural producers. Through~~

~~liens on the labour of the rural workers.~~

This philosophy was adumbrated in order to confront such stresses realistically. The New Economic Policy which has the twin objectives of eradicating poverty, irrespective of race and of restructuring society so that racial groups shall not coincide with occupational categories which consists in changes in technique or inputs of capital with represent the Malaysian way to reduce the danger of social tension that can lead to instability.

~~and employment, may fail to bring about the desired reduction in~~

~~poverty. Indeed, it may achieve the very opposite of this.~~

(A big problem occurs in the case of Asean countries that have a high proportion) <sup>possibly</sup> between 70 and 80 percent <sup>2</sup> of their indigenous population

in the rural sector, <sup>face a serious problem</sup> and ~~where~~ plans for the modernization of rural

production are centred on <sup>Frequently</sup> equipment, agricultural requisites (e.g. chemical fertilizers, herbicides or high-yielding stock) <sup>the provision of</sup> all of which create a greater

need for credit financing. <sup>Furthermore</sup> It also follows that the larger volumes of

produce <sup>tion</sup> require new methods of processing, storage and transportation. All these changes

<sup>create</sup> which open up opportunities for monopsonistic tendencies in marketing.

In short, the modernizing processes can open the way for even greater exploitation of the rural producer by the rural traders, money lenders and landlords.

~~The role of the media as an educational influence is limited as are all forms of adult education.~~

Rural traders who buy from rubber, copra or pepper producers and fishermen

and sell them consumer goods as well as production requisites have

better opportunities to clamp these rural producers in the vice of

monopoly/ monopsony exploitation. Thus adroit manipulators of credit

can bring the rural producers into a condition of abject indebtedness.

Ultimately, they come to own the production equipment livestock or the



influence is rather small. However, they form an essential preparatory land of the rural producers. Through indebtedness, they can even create stage for secondary and higher education and they introduce the child liens on the labour of the rural workers.  
to habits which are an essential part of the modern way of life.

The failure of the so-called, "green revolution" to deal effectively Secondary education opens up doors and windows in the minds of pupils. with the problems of rural poverty in some countries has to some extent This is where many of the changes that are associated with the modern vindicated in the above observation. It should be apparent that modernization way of life and "modernization" in work and leisure are learned. If which consists in changes in technique or inputs of capital without the secondary education is alien then it is less effective. In colonial L commitant changes in the institutional relationships of marketing, credit, <sup>tenancy</sup> and employment, may fail to bring about the desired reduction in rural the metropolitan territory than their home countries. Secondary education poverty. Indeed, it may achieve the very opposite of this. p-prepares most of the young people for entry into that segment of

modernization that is termed "industrialization" in manufacturing,  
Education

What role does education play in the process of modernization and how skills to become cogs or even teeth in the gears of the modern economic machine. It also conditions their attitudes in such a way that they can education generate forces that would increase rather than decrease stability in the social fabric?

fit better into the matrixed channels along which flow the endless tides of production, distribution and consumption that make up the modern economy. Firstly, the term "education" needs to be explained. In this paper,

it denotes all aspects of formal education provided by the state or privately. It ranges from kindergartens to tertiary post graduate while tertiary education may provide its graduates with useful knowledge institutions. The role of the media as an educational influence is omitted and a wide range of professional skills, it also aims to prepare its as are all forms of adult education.

successful disciples with the tools and ideas to actively manage or direct some part of the whole economic system. Ultimately, a large proportion

Although there are interesting variations among the countries in Asean, of the most influential executives or political leaders are drawn from generally, primary education is the stage where pupils learn to read, along the graduates of the new universities.

write and calculate. They also learn a certain amount of basic knowledge about their own c<sup>o</sup>untry and the world surrounding it. Since primary This does not mean that universities are concerned with being no more schools are located fairly near to the home, the direct "modernizing" than chocolate machines that stamp out an endless array of high quality



influence is rather small. However, they form an essential preparatory stage for secondary and higher education and they introduce the child to habits which are an essential part of the modern way of life.

This means teaching and research.

Secondary education opens up doors and windows in the minds of pupils.

This is where many of the changes that are associated with the modern way of life and "modernization" in work and leisure are learned. If

X the secondary education is alien then it is less effective. In colonial system which prevailed before independence, pupils learned more about the metropolitan territory than their home countries. Secondary education prepares most of the young people for entry into that segment of modernization that is termed "industrialization" in manufacturing, commerce, or public administration. It gives them a basic modicum of skills to become cogs or even teeth in the gears of the modern economic machine. It also conditions their attitudes in such a way that they fit better into the matrixed runnels along which flow the endless tides of production, distribution and consumption that make up the modern economy.

While tertiary education may provide its graduates with useful knowledge and a wide range of professional skills, it also aims to prepare its successful disciples with the tools and ideas to actively manage or direct some part of the whole economic system. Ultimately, a large proportion of the most influential executives or political leaders are drawn from X among the graduates of the new <sup>natural</sup> universities.

This does not mean that universities are concerned with being no more than chocolate machines that stamp out an endless array of high quality



products which are filled with a choice variety of flavours.

The concomitant purpose of the university is the management of knowledge.

This means teaching and research.

Secondly, it is, as some may say, counterproductive or even shameful

The university is not only responsible for passing on the received knowledge from one generation of scholars to another in their respective fields, but it should also discover new knowledge so as to increase its useful stock for the benefit of the developing nation in particular and mankind in general. Indeed in a modernizing country (e.g. where the choice to modernize has been so made by those who govern it), the university has to do more than bridge the river of time by transmitting old knowledge to new students. It must perform a critical modernizing function by selecting useful knowledge from the whole body of knowledge available in the world and disseminating it to students who are pursuing their studies in their respective fields.

This act of discriminating between useful knowledge to enhance the pace of modernization is one that influential scholars in developing countries must carry out unflinchingly. The luxury of being able to pursue knowledge for its own sake must surely await the stage of affluence.

Two minor digressions are needed at this point. Firstly, some scholars may have to divest themselves of "western" academic notions of academic freedom in the choice knowledge that is proffered for learning. The student is confronted with a veritable smörgåsbord of plates of knowledge while he is left free to make his own selection with a minimum of active

"international" implies that the cooperation is across national boundaries.



guidance. In developing countries seeking rapid material and intellectual progress, the order of guidance has to be more positive because of the scarcity of resources and most of all because of the lack of time.

Secondly, it is, as some may say, counterproductive or even <sup>disgraceful</sup> shameful for university teachers to retail to their students the undigested texts or lectures that they themselves learned when they were seeking knowledge at home or abroad. This transmission of unadapted knowledge is not only useless but <sup>would</sup> could have negative effects. <sup>Not only would</sup> While it <sup>would</sup> may be obsolescent <sup>but</sup> it fills the tender minds of students with irrelevant data and unadapted <sup>ideas</sup> that could lead them to construct a false view of the real world within which they must live and work.

### International Cooperation

This discussion is limited to international cooperation in the academic field. Thus trade and investment are omitted.

The consequences of international academic cooperation in the search for modernization among the <sup>cooperators</sup> recipients are examined and there is some reference to the relationships between such efforts and social stability on the part of the <sup>modernizing</sup> recipients.

International cooperation involves two or more parties. Since the term "cooperation" has been used, it should be assumed that there is some degree of mutuality in the process. Nevertheless, this mutuality need not be measured in precisely balanced quantitative exchanges.

"International" implies that the cooperation is across national boundaries.



Although <sup>I</sup>it need not always be of a government to government format. If we understand that the main functions of a university are teaching and research, then it follows that international academic cooperation occurs in exchanges in these two areas. If the two parties are made up of two single universities or two groups of universities and if one is <sup>in</sup>a developing country while the other is <sup>in</sup>a developed country, then the nature or form of the exchange <sup>of the exchange</sup> need not be the same from either direction.

Thus, the university in a developed country may offer training and experience in the use of advanced apparatus or opportunities of dialogues with senior scholars. On the other hand, the university in the developing country may offer well organized facilities for research on environmental conditions or the study of languages or culture. While <sup>Promising</sup>~~bright~~ young scholars from the developing university need to gain post-doctoral experience and to regularly refresh their knowledge, the senior scholars from developed universities can carry out extensive research in areas of interest while they are helping those responsible for guiding the developing university in the improvement of curriculum, administration and training of staff.

From a selfish national interest point of view, there are certain side benefits or spinoffs that flow from international academic cooperation. Engineers or computer scientists who have been taught in country 'A' are more likely to advise their universities or respective governments to import hardware or software from country 'A'. Furthermore, they are more likely to send their graduates for higher degree training in country 'A' because of familiarity with the system, personal contacts etc. It would be rather incomplete to leave out some references to the possible negative effects of international cooperation.



Certain academic institutions in "soft" (vide Myrdal's terminology rather than computer language) countries may become overwhelmed by the generous blandishments of certain institutions such as foundations or universities from the advanced countries. In more senses than one, "big brother" takes over the whole system in the newly developing country. There is little academic mutuality in the relationship. The big partner provides finances, selects the trainees and places them in appropriate centres, determines the topics of research, assists with the publication of books and even stocks up the library. In some cases, the big partner subtly enters the web of socio-political relationships and gradually eliminates all those academics or leaders who are <sup>inimical</sup> ~~inimical~~ while it strengthens the influence of those who are beholden to it. Ultimately, as the proverbial story goes, the camel occupies the tent while the Arab has to brave the sandstorm.

+ This may sound <sup>rather apocalyptic</sup> ~~somewhat apocryphal~~ but it is a sincere warning to all those who would be associated with international academic cooperation in developing countries.

### Conclusion

Modernization may be a desirable state to be in. Nevertheless, it is a concept that changes its nature according to whether one is the first party in the process of modernizing oneself. Or one is the second party being induced so as to have one part of one's system modernized perhaps through international cooperation. Or one is the third party who is merely the objective observer discussing the concept in an empirical <sup>vacuum</sup> ~~form~~.

<sup>There are</sup> [ States, friends and fellowmen alike <sup>who</sup> would prefer to induce or interfere with the process of modernization among the members of Asean. Some may mean well while others <sup>may</sup> have different overt or covert purposes. Thus modernization <sup>may</sup> ~~can~~ create ~~x~~ social tensions or expand <sup>the</sup> social fabric

according to the <sup>purpose</sup> ~~success~~ of the operator concerned.

Education is a major venue for modernization. Since time is <sup>limited</sup> ~~short~~ it has to be more teleological in order to be effective.

In the best scenario, international academic cooperation can help to optimise the influence of education <sup>by</sup> ~~in~~ creating Asean nations with resilient societies <sup>that</sup> ~~enjoying~~ rapid modernizations.